

# National Partnership Program Dioceses of Wilcannia-Forbes, Wollongong and Lismore

Workshop 2:  
Moral Purpose

Michael Bezzina and Charles Burford,  
Australian Catholic University

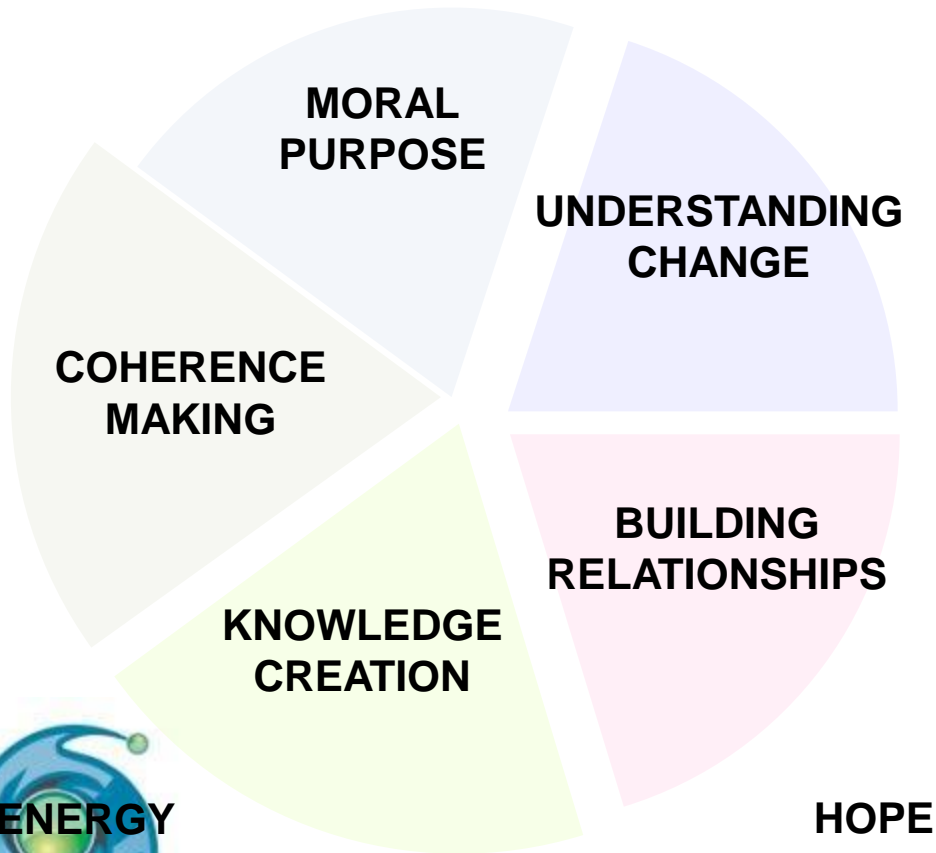


LEADERSTRANSFORMINGLEARNINGANDLEARNERS



# Framework for Leadership

ENTHUSIASM



- “More good things happening and fewer bad things”
- “No one can bulldoze change”
- “Good leaders foster good leadership at all levels”



Fullan (2004)

LEADERSTRANSFORMINGLEARNINGANDLEARNERS



# Moral Purpose

- Because We Believe
- Integrity, Justice, Freedom
- We should be such as we appear, and appear such as we are



**VISION**



LEADERSTRANSFORMINGLEARNINGANDLEARNERS



# Moral purpose

- Common mission, shared vision, core values
- “formative power of meaning” (Wheatley): examining purpose and means
- Covenant V Contract (Sergiovanni)
- The above are pre-requisite to partnership



LEADERSTRANSFORMINGLEARNINGANDLEARNERS



# Moral purpose

- *“Each party has to struggle with defining purpose, and then engage in dialogue with others about what we are trying to create...Partnership means each of us at every level is responsible for defining vision and values. Purpose gets defined through dialogue.” (Block, 1996)*



# Obedience to The Unenforceable

The force of Collectives for uniformity and control impact on

What we do with students to prepare them for

Freedom and maturity (Moral Literacy)



LEADERSTRANSFORMINGLEARNINGANDLEARNERS

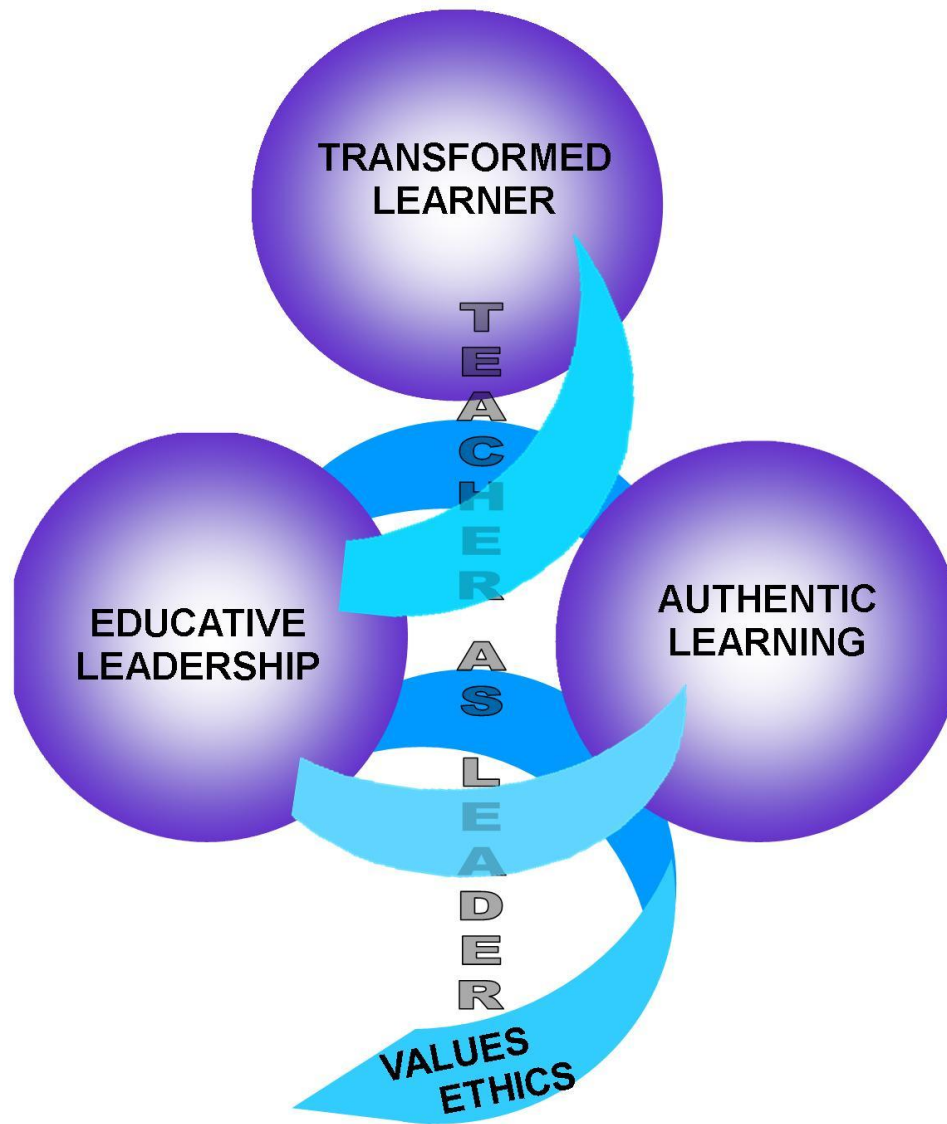


# Moral purpose

- It's not just to make life better, but to provide an environment where community members make choices for authentic human growth.
- Teaching must reflect this moral purpose
- Passion for children and their growth is the heart of teaching and essentially a moral motive for how we judge what is morally right for us and the students.
- This fundamentally provides moral meaning for teachers and students.



# LTLL model: Mark 2



Leaders Transforming Learning and Learners Conceptual Framework  
19/7/07



- **Focus 1: The transformed learner**
- Based on our values and ethics in action, we promote authentic learning with the hope that our students will become transformed by their experience into fuller, richer, deeper human beings.



LEADERSTRANSFORMINGLEARNINGANDLEARNERS



# Transformed learner

Transformed learners in Catholic Schools will be:

- excited by learning
- self aware
- committed to life long learning
- intellectually curious
- knowledgeable in different disciplines and able to make connections among them
- critical and creative thinkers and problem solvers
- pro-social, empathic and respectful of others
- autonomous, capable, optimistic and resilient
- engaged citizens committed to making a difference in the world
- committed to their ongoing spiritual growth

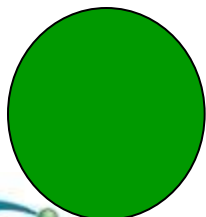
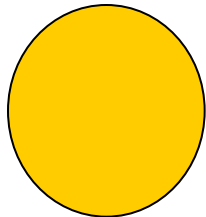
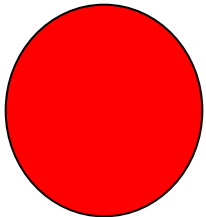


LEADERSTRANSFORMINGLEARNINGANDLEARNERS



# Reflection

- Evidence



# Values at the Core of Education

Common Good

Justice

Deontology

Utilitarianism/Effectiveness and  
Efficiency

Individual Rights

Excellence

Transformation

And for us Catholicity



LEADERS TRANSFORMING LEARNING AND LEARNERS



### **Focus 3 : Values**

Our values shape our behaviours. If we genuinely hold particular values, they should be visible in what we do in schools and how we do it.

Different schools may choose to name different values as central to their activities.



LEADERSTRANSFORMINGLEARNINGANDLEARNERS



# Values

## *Catholicity*

- The defining characteristic of our schools is that they are Catholic – a work of love, for the full human development of our students, grounded in the teachings of Christ and at the service of society. They are a key element of the evangelising mission of the Church as they strive to bring culture and faith into harmony in the school community.



LEADERSTRANSFORMINGLEARNINGANDLEARNERS



# Values: Catholicity

An effective Catholic School:

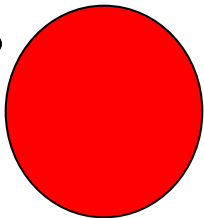
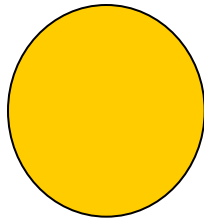
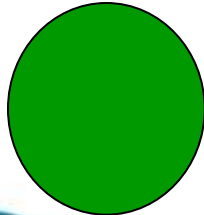
- Makes the teachings of the Church explicit
- Expresses a spirit of hope, mutual regard and forgiveness
- Promotes an active prayer life
- Builds strong partnerships with parish
- Delivers a quality Religious Education program
- Makes Gospel values explicit and evident in all its activities



LEADERSTRANSFORMINGLEARNINGANDLEARNERS



# Reflection

- 
- Evidence
- 
- 





# Values:

## *Excellence*

- Catholic Schools have to strive to have every child reach their potential. That is, they must seek the very best outcomes for all their students. This comes down to ensuring the highest quality of teaching and learning both for staff and students.



LEADERSTRANSFORMINGLEARNINGANDLEARNERS



# Values: Excellence

An effective Catholic School:

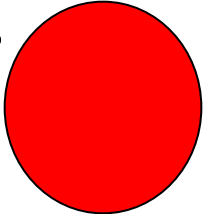
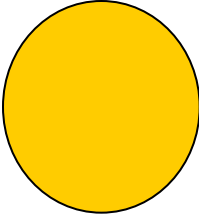
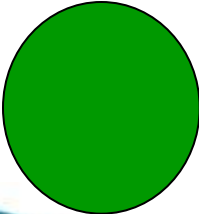
- Shares an explicit view of what constitutes good teaching and learning
- Has high expectations of students and teachers
- Embeds best current understandings of teaching and learning in practice
- Caters for individual differences
- Celebrates a whole range of achievement within the community
- Expects and supports continuous staff professional development
- Builds collaborative cultures of practice
- Expects that students are able to articulate values and live them out



LEADERSTRANSFORMINGLEARNINGANDLEARNERS



# Reflection

- 
- Evidence
- 
- 



# Values

## *Justice:*

- Focuses on how fairly or unfairly our actions distribute benefits and burdens among the school and the community.
- Justice requires consistency in the way people are treated
- The principle states: "Treat people the same unless there are morally relevant differences between them."
- Problems exist on the issue of disadvantage and what should be done about it.



LEADER TRANSFORMING LEARNING AND LEARNERS



- Focuses on how fairly or unfairly our actions distribute benefits and burdens among among the members of a group.
- Justice requires consistency in the way people are treated.
- The principle states: "Treat people the same unless there are morally relevant differences between them."

Problems exist in the issue of disadvantage and what should be done about it.



LEADERSTRANSFORMINGLEARNINGANDLEARNERS



# Values: Justice

An effective Catholic school:

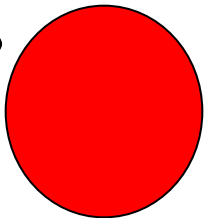
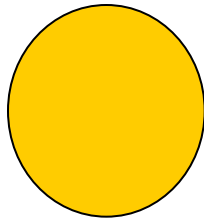
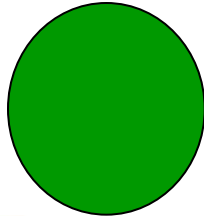
- Embraces the diversity of people and cultures
- Actively seeks to serve the poor and marginalised
- Tailors its policies and procedures to give priority to the poor and least powerful
- Is prepared to take a public stance on issues of inequity or injustice
- Embodies the principles of justice in its teaching



LEADERSTRANSFORMINGLEARNINGANDLEARNERS



# Reflection

- 
- Evidence
- 
- 



# Values

## *Transformation*

Catholic Schools must go beyond the informational and even the formational to the transformational. As Jerry Starratt says, through transformative learning, the learner becomes a fuller, richer, deeper human being.



LEADERSTRANSFORMINGLEARNINGANDLEARNERS





# Values: Transformation

An effective Catholic school will:

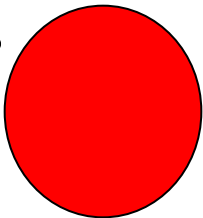
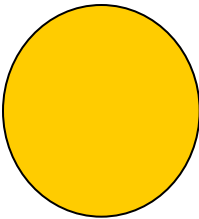
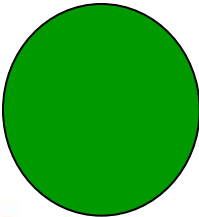
- Ensure that learning is relevant to students' lives
- Provide experiences that are meaningful and purposeful
- Promote self knowledge in learners
- Empower students to be active in society
- Challenge students to take responsibility for their own learning
- Challenge students to live out their values



LEADERSTRANSFORMINGLEARNINGANDLEARNERS



# Reflection

- 
- Evidence
- 
- 



# Values

## *The Common Good*

- We see society not just as a collection of individuals but as a community called to share for the common good. Where we show concern for the individual, concern for the group and the maintenance of stability and good order.



LEADERSTRANSFORMINGLEARNINGANDLEARNERS



# Values

## *The Common Good*

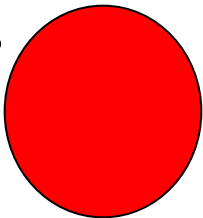
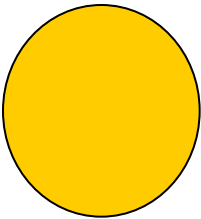
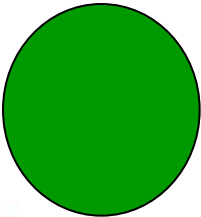
- An effective Catholic schools:
  - Builds community around shared norms
  - Places great value on relationships
  - Promotes collaborative practice in teaching and learning
  - Ensures that decision making involves those most likely to be affected by the outcomes
  - Distributes resources equitably
  - Ensures stability and safety for all



LEADER TRANSFORMING LEARNING AND LEARNERS



# Reflection

- 
- Evidence
- 
- 



## **Focus 4 : Ethics**

Ethics are the norms and principles by which members of a community bind themselves to a moral way of living. They provide a way of discriminating among competing values. Starratt (2004) suggests that they are maps that we consult only when the familiar terrain we are traversing becomes a tangle of underbrush. Duignan and Burford (2003) found that for leaders of service organisations, the choice was often between two “goods” rather than a “good” and a “bad”.



LEADERSTRANSFORMINGLEARNINGANDLEARNERS



# Ethics, Morals and Virtues: What Are They

- “Ethos”(Greek)Meaning: Custom,Usage,or Character
- “The Science of the Ideal Human Character”
- “Moral” (Latin) Meaning:Manner, Good and Right, Virtue, Value, Worth.
- “Describes What Is Good or Right or Proper.
- “Virtues”: Focuses on attitudes, dispositions, values, or character traits that enable us to be and to act in ways that develop our human potential.
- “It is about the good of the person performing the act as they value its consequences”.



# The Ethical Dilemma Is Usually About

- RIGHT and / or / both RIGHT  
(ETHICAL)
- NOT
- RIGHT or WRONG (MORAL)





# Ethics

## *Authenticity*

- The ethic of authenticity challenges us to act in truth and integrity in all our interactions as humans, citizens, teachers and leaders.



LEADERSTRANSFORMINGLEARNINGANDLEARNERS



# Ethics: Authenticity

An authentic Catholic school:

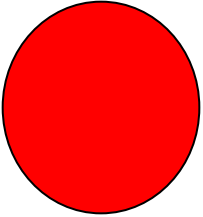
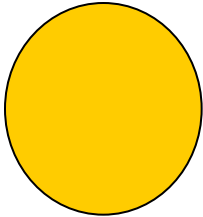
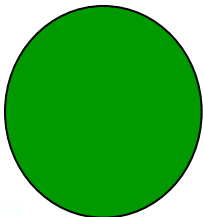
- Requires truth and integrity in all its members
- Demonstrates reciprocity in interpersonal relationships
- Promotes authentic learning
- Challenges staff and students to engage with society in ways that promote authenticity
- Develops school and class structures that nurture authenticity



LEADERSTRANSFORMINGLEARNINGANDLEARNERS



# Reflection

- 
- Evidence
- 
- 



# Ethics

## *Presence*

- The ethic of presence challenges us to relate to others, and to develop self awareness, in ways are truly open and truly engaging.



LEADERSTRANSFORMINGLEARNINGANDLEARNERS



# Ethics: Presence

An effective Catholic school:

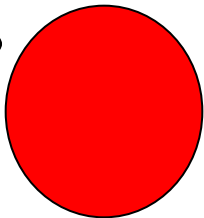
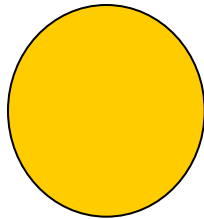
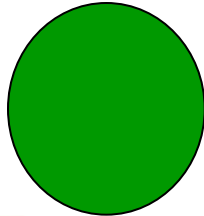
- Encourages insightful self reflection and self awareness
- Promotes sensitivity to others
- Values relationships which increase engagement within the school community
- Affirms and supports students and staff in their achievement
- Demonstrates clear communication and empathic listening



LEADERSTRANSFORMINGLEARNINGANDLEARNERS



# Reflection

- 
- Evidence
- 
- 



# Ethics

## *Responsibility*

- The ethic of responsibility challenges us to act in ways that acknowledge our personal accountability for our actions, for shaping learning and for providing growth promoting environments for transforming relationships and learning.



LEADERSTRANSFORMINGLEARNINGANDLEARNERS



# Ethics: Responsibility

An effective Catholic school:

- Takes responsibility for the learning outcomes of all students
- Builds a culture of shared accountability for the core values of the school
- Promotes habits of self-responsibility among students
- Creates a healthy organisational environment
- Promotes the pursuit of virtue in the community

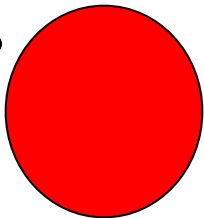
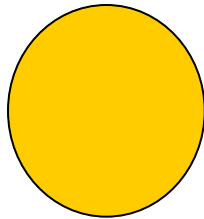
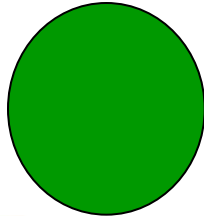


LEADERSTRANSFORMINGLEARNINGANDLEARNERS





# Reflection

- 
- Evidence
- 
- 



# Overview

Look back at the “traffic lights”.

Which areas of moral purpose are strengths for your school?

Which areas pose challenges?



LEADERSTRANSFORMINGLEARNINGANDLEARNERS

